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ABSTRACT

The overall objectives and teaching techniques for the supplementary primary grade social studies units are described in SO 001 457. The specific objectives of this unit for grade two are: 1) to discover differences and similarities found in people through understanding of their basic needs, desires, and problems; 2) to become aware of the differences and similarities found in the community; 3) to understand the cause and need of change within a community; 4) to recognize the fact that many people from minority groups have contributed much toward education, music, science, and modern day politics; 5) to become aware of and understand the customs, life styles (food, clothing, shelter), and background of the Blacks, American Chinese, American Indians, Puerto Ricans, Eskimos; and, 6) to recognize the advantages of the various types of communication available today. Student evaluation tips, and a nine-page list of books for both students and teachers, and films, filmstrips, and recordings is included. SO 001 459 is the unit for grade three. (Author/SBE)

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STONEHAM PUBLIC SCHOOLS

STONEHAM, MASSACHUSETTS

ETHNIC GROUPS IN OUR WORLD OF TODAY

GRADE 2

DOROTHY M. FEELEY

STONEHAM PUBLIC SCHOOLS
STONEHAM, MASSACHUSETTS

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This unit has been designed to supplement Unit IV, in the regular Social Studies Curriculum. It is a valuable tool to be used by the individual teacher for introducing and arousing an awareness in each child of the importance of ethnic groups in today's world.

I. Overview

This information has been compiled in order to guide the child in the decision-making areas of citizenship and human relations, and to develop within him a better understanding of his immediate environment and that of the world in which he lives, also to help him to adapt to a changing society and its demands.

Each day the world becomes a smaller place in which to live and its people grow closer together.

Children of today must expect change and be prepared to modify and adapt their behavior to the society in which they live. They must be able to understand individuals with different ethnic backgrounds and be able to relate well with them.

The child of today will be the leader of tomorrow and it is deemed necessary that he become more understanding and appreciative of others who may be different from himself regardless of color, creed or origin and that all Americans have similar goals and aspirations.

Each teacher should use this unit as a guide for studying any minority group which presents itself during the school year. Flexibility is built into this guide and should be supplemented by the creativity of the individual teacher and the needs of the children within each classroom.

II. Background

Each minority group may be introduced in the classroom through the media of food, homes, clothing and stories native to the country. An attractive bulletin board of recipes, pictures of foods, clothing, pictures of homes, or oral stories concerning special holidays of each ethnic group to be discussed are an exciting and stimulating way to make children aware of the individual habits and customs of people in other parts of the world.

Through this media the children will also begin to realize that when people live together in one country, many things become common to all, yet each group retains the particular custom of his native land for special occassions and festive holidays.

III. Specific Objectives

A. To give children in the primary grades a deeper insight and a better understanding of the meaning of Black in our communities.

B. To develop an awareness among the primary grade children of the intergration of minority groups and give them a deeper insight into the cultural background of the American Indian, Chinese, Puerto Rican, and Afro-American in the society of yesterday and today.

C. To help the child to understand that every citizen is obliged to participate in improving a city or community.

D. To illustrate, view and locate activities and materials common to the background and customs of the minority groups including Jewish, Irish, French, Polish, Armenian, and Italian.

E. To create in children an awareness that people look different and many dress differently, but all are alike in many ways.

IV. General Objectives

A. To discover the differences and similarities found in people through a better understanding of their basic needs, desires, and problems.

B. To become aware of the differences and similarities found within a community.

C. To have a better understanding for the cause and need of change within a community.

D. To recognize the fact that many people from the minority groups have contributed much toward education, music, science, and modern day politics.

E. To have a better understanding of the customs and background of various ethnic groups.

F. Ro recognize the advantages of the various types of communication available today.

G. To learn about the food, clothing and shelter of people around the world.

V. Vocabulary

ancestor
area
colonist
comedian
community
craftsmen
deprived
descendents
ethnic
festive
freedom
ghetto
group
harmony
heritage
immigrant
festivity
comedy
independence
leader
messenger
minority
population
settlement
servant
skilled
slave
slum
society
spiritual
suburb
suffering
trade
trapper
tribe
worship

Other words maybe added to this list by the classroom teacher as the words appear in the various areas to be studied.

VI. Foods of the Country

A. Food eaten on special days

1. Chinese

a. New Year

1. Meatless dishes

2. Tea

3. Fruit

4. Fowl

b. Harvest Moon Festival

1. Special moon cakes of sweet bean and coconut filled with a solid egg yolk and boiled taro are eaten.

2. Small cookies in the shape of a piglet are served to the children.
   a. These cookies are made with either rice or wheat.

2. Indian

a. Maple Festival

1. Features maple syrup and maple sugar.

b. The Planting Festival

1. The Indians set a banquet table of:-

a. corn

b. potatoes

c. peppers

d. squash

e. beans

2. No meat is eaten at this time.

c. The Harvest

1. Steamed or boiled salmon
2. Buffalo meat (roasted)
3. Chili soups
4. Rich stews
5. Cornbread

3. Afro-American

a. All Holidays

1. Pompano en papillate and fish are foods most frequently served on special occassions.

4. Puerto Ricans

a. Christmas

1. Arroz condulce - a rice pudding
2. Longanizas, butifarras and morcillas - (different types of sausage)
3. Pasteles - a plantain paste stuffed with chopped meat and other ingredients
   a. Cooked in plantain leaves.
4. Lechon asado
   a. Lean pig
      1. Well seasoned & roasted whole on a spit for hours over a bed of glowing charcoal.
         a. Must be cooked until the skin is golden brown.

5. Eskimos

a. In all festival days - basically the same food is prepared for each celebration.

1. Whale meat - boiled
2. Salmon - smoked

The teacher may introduce foods from minority groups discussed in the classroom.

VII. How Food is Eaten

A. Chinese - chopsticks - made of bamboo, wood, plastic, coral, jade, silver or ivory are used.

1. Chopsticks can be used to replace spoons, forks, egg beaters, ladles, and wire whisks.

2. Most chopsticks are ten or twelve inches long and about as thick as a pencil, the top half is square; the bottom half round.

3. Chopsticks are always used in pairs for eating; one is stationary the other moves.

4. Place the second stick between the tip of your thumb and the tips of your index and middle fingers; hold it lightly and move it up and down against the stationary stick.

5. Keep the tips of the chopsticks level with each other at all times, otherwise the chopsticks will not work.

VIII. Foods Raised Most Common to Each Group

A. Chinese

1. Bamboo, bean sprouts, mulberry trees (for the leaves), rice, soybeans, watercress.

B. Indian

1. Avocado, beans, chicle, corn, peanuts, peppers, potatoes.

C. Afro-American

1. Rice, sugar cane.

D. Puerto Rican

1. Bananas breadfruit, cassava, coconuts, grapefruit, limes, mangoes, oranges, papaya, plantains, platano, yams, yuca.

E. Eskimo

1. Those living in the southern parts of Greenland, Alaska and areas of Canada raise: Corn, beans, rye, wheat.

IX. Seasonal Clothing Needed

A. Climate determines type of clothing worn and material used in each cultural area.

1. Chinese

a. In native land

1. How do they dress?

b. In Boston and Stoneham

1. Discuss type of clothing worn.

2. Material used

c. In surrounding suburbs.

2. Indian

a. How do they dress on reservations in other states throughout the United States?

b. How would they dress in Stoneham and other areas of Massachusetts?

c. Have they established roots in other states?

d. Can you recognize the modern Indian by his clothing?

3. Afro-American

a. How do they dress in their native land?

b. How do they dress in Boston and other cities?

c. Have you seen their native dress?

d. Describe it to the other children.

4. Eskimo

a. Describe the clothing of the Eskimo worn in his native country.

b. How would he dress in a warmer area?

c. Canada or the southern part of Greenland?

X. Housing Established Among the Ethnic Groups

A. Climate and available material determine methods of building and types of homes.

1. Chinese

a. Describe homes found in the native land.

b. Locate the Chinese settlements in Hawaii.

c. Locate settlements in the larger cities.

1. The Chinese usually locate near seaports.

a. Discuss their location in Boston.

b. Stoneham and near by suburbs.

2. Indians of the United States

a. Material used for homes on the first reservations.

1. adobe
2. animal skins
   a. buffalo
   b. deer
3. wood

b. Location of Indians

1. New York State
2. New England States
3. Massachusetts
   a. Cape Cod
   b. Stoneham
      1. Area around Spot Pond
      2. Middlesex Fells

3. Afro-American

a. Describe their living quarters on the southern plantations.

b. Compare life on the plantation to present day living in the city.

c. Living in urban area:

1. ghetto
2. new slums
   a. tenement
   b. apartment

4. Puerto Rican

a. Native land

1. Each town is built around a plaza with a church on one side and a city hall on the other.

b. Discuss living in other areas

1. San Francisco
2. New York
3. Boston
   a. Inter-movement to suburbia

5. Eskimo

a. Discuss the home of the Eskimos in his native country.

b. In what type of home did they live after their migration into Canada?

XI. Education Among the Ethnic Groups

A. Chinese

1. Education of the Chinese children in America brought about a breakdown between the parents and children.

a. Why did this happen?

b. What can be done to improve this situation?

2. Language barrier

a. This has become more pronounced between the old and new generations.

b. Discuss.

B. Indian

1. Standard of Education must be raised.

2. Adjustment of reservation system needed.

a. How can the United States government help the Indians?

C. Afro-American

1. Discuss the standard of education in their native country.

2. The negro in the city school today.

3. His place in the suburban school.

D. Puerto Rican

1. Many lack a good educational background.

2. Why do these people group together in the slums of large cities?

3. Language barrier

a. Teaching of English has become an important factor.

4. Why has the Puerto Rican government introduced an orientation program to people in their native country?

5. Language Centers for minority groups.

a. Is it a good idea?

E. Eskimo

1. Most Eskimos now speak Danish and belong to the Luthern Church.

2. What countries help to educate the Eskimos?

a. Canada
b. Denmark
c. United States

XII. Recreation Games and Other Forms of Entertainment

A. Chinese

1. Chess
2. Dragon dancing
3. Dominoes
4. Kite flying
5. Juggling
6. Professional story telling

B. Indians

1. Snowsnake

    a. Throwing objects across the ice to see which object would slide the farthest.

2. Lacrosse

3. Plumstone

    a. Heads or tales played with six wild plum stones.

4. Calumet Dance

    a. Dance during which the Algonquin Indians asked the great Spirit to give them a good corn crop.

5. Buffalo Dance

    a. A time when the dancers portray both the game and the hunter.

C. Afro-American - Ourstanding athletes may be introduced at this time.

1. Jacks

2. Jump rope

3. Baseball

    a. Jackie Robinson

    b. George Scott

4. Boxing

    a. Cassius Clay

5. Basketball

    a. Bill Russell

6. Football

    a. Rosie Greer

7. Track

    a. Wilma Rudolf
    b. Jesse Owen
    c. John Thomas

The children enjoy naming other athletes currently appearing in various sports.

D. Puerto Rican

1. Baseball
2. Basket
3. Swimming
4. Skin-diving
5. Track
6. Boxing

E. Eskimo

1. Blind Man's Buff
2. London Bridge
3. Spinning tops
4. Cats Cradle - played by twisting a length of string around the fingers to produce figures.

XIII. Contributors to American Culture

A. Leaders

1. Senator Brooke

a. First Negro elected by popular vote.

2. Martin Luther King Jr.

a. Leader of Non-Violent Civil Rights.

3. Mrs. Martin Luther King Jr.

4. Colonel Wah Ching

a. Commander of Boston Army Base.

5. Teal Ming Pei

a. Designer of John F. Kennedy Memorial Library and Boston Government Center.

6. Pocahontas

a. Chief Powhatan's daughter who saved Captain John Smith.

7. Massasoit

a. Chief of Wampanoag Indians

b. Settled on Cape Cod near what is now Buzzards Bay.

8. Sitting Bull

a. Most famous Chief of the Western Siox Indians.

9. George Washington Carver

a. Experimented with peanuts, potatoes, soy beans.

B. Entertainers

1. Jose Ferrer

   a. Actor

2. Jose Feliciano

   a. Singer

3. Marion Anderson

   a. First Black to sing at the Metropolitan Opera House.

4. Sidney Poitier

   a. Actor and winner of Oscar in 1963.

5. Pearl Bailey

   a. Singer

6. Bill Cosby

   a. Television entertainer and actor.

7. Sammy Davis

   a. Singer and entertainer.

8. Diahann Carroll

   a. First Negro to have her own continuing television show, Julia.

XIV. Suggested Activities to Broaden Scope

A. Stories telling how people live in their native country.

1. Booklet of pictures.

2. Map of the country.

B. Songs of the country.

C. Draw pictures or make models of native homes.

D. Compare education of the native countries with that of the United States.

1. Discussions
2. Displays
3. Pictures
4. Stories

E. Learn words common to each country studied.

1. Make booklet of foreign words.

F. Make booklets of recipies from each country.

G. Present a play.

H. Draw or make flags of the countries.

I. Bulletin board displays.

J. Exhibit

1. Dolls
2. Pictures
3. Food
4. Clothing
5. Cooking utensils
6. Eating utensils
7. Books

K. Current news articles for display and discussion.

L. Class or individual scrapbooks.

M. Write short stories.

N. Montages.

O. Murals

P. View current television programs as listed for season.

XV. Evaluation

A. To evaluate the contributions of the class and individuals:

1. Divide the class into groups for an answer and question period.

   a. Some pupils might write their own questions.

2. Test

   a. Matching words worksheet.

3. Easy crossword puzzle.

4. M. B. T. A. map.

   a. Pupils to take routes from place to place to locate minority groups in Boston and suburbs.

5. Interviews with guest speakers.

   a. Guided by the teacher so the purpose is achieved.

6. Research projects

   a. Stories

   b. Booklets

7. Observe the attitude of each child as he participates in a play or oral reading.

8. Teacher made tests

   a. Essay

   b. Completion

   c. Objective

   d. Multiple choice

9. Children to write their feelings or impressions concerning a group of situations.

10. Field Trips

    a. To supplement the child's experiences.

11. Word Association

XVI. Pupil Reference Books.

A. Chinese

1. Buck, P. - Dragon Fish, New York; Day, 1944. Two girls, one American, one Chinese runaway with the help of a magic dragon fish.

2. Flack - Story About Ping - Viking Press.

3. Holand, J. - You Can Never Tell. New York, Scribner, 1963.

4. Hyndman, J. - Folk Tales of Chine, Indiana; Bobbs, 1963.

5. Lattimore, E. Bells of a Chinese Donkey, New York; Morrow, 1951.

6. Lum, P., Great Day in China, New York. Abelard, 1963.

7. Martin, P., The Rice Bowl Pet, New York. Crowell, 1962. Little boy searches for a house pet.

8. Mose, A., Tikki Tikki Tembo, New York. Holt, Rinehart

& Winston, 1968. Story of how a boy's family learns that long names can be dangerous.

9. Oakes, V., Willie Wong American, New York. Julian, Messner, 1964. Chinese American child who explores his Chinese heritage and its influence on life in America.

10. Ritchie, A., Treasure of Li - Po, New York, Harcourt, 1949.

B. Indian

1. Bealer, Alex W., Picture Skin Story, New York; Holiday House, 1957. Old Sioux tells story by means of pictures, the story of his first hunt as a boy.

2. Brandon, William - American Indian, New York, New York. Random House, 1963. Young readers edition of the American Heritage Book of Indians.

3. Carlson, Natalie Savage, The Tomakawk Family, New York, New York; Harper and Bros., 1960. Alice and Frank Tomahawk discover what it is like to lead both the traditional and Indian life as well as the modern American one.

4. Hofsinde, Robert, Indians at Home, New York, New York; William Morrow and Company, 1964. Tells about the many materials used in making the various types of Indian houses.

5. Basic Vocabulary Books - Indian Folklore, Garrard Publishing Company. Dolch Books, Level 2.

6. Jackson, Scarry, Becker - The World Children Live In, Silver, Burdett.

   a. A series of six Around the World Books.

C. Afro-American

1. Coles, Robert, Dead End School, Boston; Little, Brown and Company, 1968.

2. Lexau, Joan, Striped Ice Cream, Philadelphia; Lippincott, 1968.

3. Palmer, Candida, Snowstorm Before Christmas, Philadelphia; Lippincott, 1965.

4. Showers, Paul, Your Skin and Mine, New York; Crowell, 1965.

5. Udry, Janice May, What Mary Jo Wanted, Wisconsin: Whitman, 1968.

D. Eskimo Stories

1. Copeland, Donald McKillop - The True Book of Little Eskimos: Children's Press, 1953.

2. Harrington, Ootook, Young Eskimo Girl, E. M. Hale Company.

3. Herrmanns, Ralph, Children of the North Pole, Harcourt, 1963.

4. Machetanz - Puppy Named Gih, Scribner.

5. Tolboom, Wanda - People of the Snow: Coward, 1956.

   a. Tells about the Eskimos living in the far north and in Canada.

6. True and Henry: Their First Igloo, E. M. Hale and Company.

XVII. Teacher Reference Books

A. Chinese

1. Kung, S. W., Chinese in American Life, Seattle; University of Washington Press, 1942.

2. Lee, Betty S., Mountain of Gold, New York: Macmillan Company, 1967.

3. Lowe, Pardee, Father and Glorious Descendent, Boston: Little Brown, 1943.

4. Ma, Nancy C., Mrs. Ma's Chinese Cookbook, Charles E. Tuttle Company, 1960.

5. Miller, Gloria B., The Thousand Recipe Chinese Cookbook, New York: Atheneum, 1966.

6. Smith, William C., Americans in Process, Ann Arbor, Edwards Brothers, Inc., 1937.

7. Young, Donald, American Minority People, New York; Harper and Brow., 1932.

B. Indian

1. American Heritage Publishing Co., The American Heritage Book of Indians, New York: Simon and Schuster, 1961.

2. Hagen, Frederick W., American Indians, Chicago: University of Chicago Press, 1962.

3. La Farge, Oliver, Pictorial History of the American Indians, New York: Crown Publishing, Company, 1956.

4. United Stated Department of the Interior, Bureau of Indian Affairs, Answers to Your Questions About American Indians, Washington, D. C.: Government Printing Office, 1968.

C. Afro-American

1. Greene, Lorenzo, The Negro in Colonial New England, Port Washington, New York: Kennikat Press, Inc., 1942.

2. Koblitz, Minnie, The American Negro in Children's Literature, New York: New York Center for Urban Education, 1967.

3. Patrick, John J., The Progress of the Afro-American, Westchester, Illinois: Benific Press, 1969.

4. Spangler, Carl, The Negro in America, Minnesota: Lerner Publications, 1968.

D. Puerto Rican

1. Bowen, J. David, The Island of Puerto Rico. Philadelphia, J. B. Lippincott Co., 1968.

2. Cordasco, Francesco and Eugene Buccioni, Puerto Rican Children in Mainland Schools, Scarescrow Press, 1968.

3. Senior, Clarence, The Puerto Ricans, Strangers - Then Neighbors, Chicago. Quadrangle Books, 1965.

E. Eskimo

1. Copeland, Donald McKillop, The True Book of Little Eskimos, Children's Press, 1953.

2. Herrmanns, Ralph, Children of the North Pole, Harcourt, 1963.

3. Tolboom, Wanda, People of the Snow, Coward Press, 1956.

XIX. The following represents a partial list of children's books available in the Junior Room of the Stoneham Public Library.

A. Chinese

1. Adet, Lin, The Milky Way, Harcourt, 1969.

2. Carpenter, Frances, Our Little Friends of China, American Book Company 1937.

a. A Story of manners and customs.

3. Cheney, Cora, The Treasures of Li - Fi, Hawthorn, 1969.

4. Delia, Goetz, America Looks at China, Vanguard, 1944.

   a. A story about foreign relations, the dragon and the eagle.

5. Dolch, Edward William, Stories from Old China, Garrard, 1963.

6. Lattimore, Eleanor Frances, Bells for a Chinese Donkey. Morrow, 1951.

7. Merrill, Jean, The Superlative Horse, Scott 1961.

8. Neaurath, Marie, They Lived Like This in Ancient China, Watts, 1966.

   a. Stories and illustrations of manners and customs.

9. Walker, Richard L., Ancient China and Its Modern Times, Watts, 1969.

B. Indian

1. Bauer, Helen, California Indian Days, Doubleday, 1963.

2. Berke, Ernest, The North American Indians, Doubleday 1963.

3. Bjorkland, Karna L., The Indians of Northeastern America, Dodd, 1969.

4. Dines, Glen, Indian Pony, MacMillan, 1963.

5. Farquahar, Margaret C., Indian Children of America, Holt, 1964.

6. Garst, Doris, Sitting Bull, Champion of His People, Messner, New York, 1949.

7. Grant, Bruce, American Indians Yesterday and Today, Dutton, 1958.

8. Jacobson, Daniel, Great Indian Tribes, Hamond, 1970.

9. La Farge, Oliver, The American Indian, Golden Press 1960.

10. Glubok, Shirley, The Art of the North American Indian, Harper, 1964.

11. Hofsinde, Robert, Indians at Home, Morrow, 1964.

    a. A Story about the dwellings of the Indians of America.

12. Hofsinde, Robert, Indian Games and Craft, Morrow, 1957.

13. Showers, Paul, Indian Festivals, Crowell, 1969.

C. Afro-American

1. Bond, Jean Cary, Brown's a Beautiful Color, Watts Publishing Company, 1969.

2. Glendinning, Sally, Jimmy and Joe Get a Hen's Surprise, Garrand Publishing Company, 1970.

3. Henroid, Lorraine, I Know a Grocer, G. P. Putnam's Sons, New York, 1970.

4. Lothrop, Lee, Pick a Raincoat, Pick a Whistle, Shepard Company Inc., New York, New York, 1969.

D. Puerto Rican

1. Bouchard, Lois Kalb, Puerto Ricans in New York City, Doubleday 1969.

2. Colorado, Antonio J., The First Book of Puerto Rico, Watts Publishing Co., 1965.

3. Kelsey, Alice, Ricardo's Whitehouse, Longmans, 1948.

E. Eskimo

1. Dominique, Darbois, Achouna, Boy of the Arctic, Follett, 1962.

2. Guy, Mary - Rousseliere, Beyond the High Hills, World, 1961.

3. Herrmanns, Ralph, Children of the North Pole, Harcourt, 1963.

4. Houston, James, Akavak, Harcourt, 1968.

5. Mayberry, Genevieve, Eskimo of Little Dionide, Follett, 1961.

6. Viereck, Phillip, Eskimo Island Day, 1962.

7. Webb, Nancy Mc Ivor, Aquk of Alaska, Prentice Hall, 1963.

XX. Miscellaneous References, Filmstrips, and Recordings

A. Books

1. Burns, William, World Full of Homes, McGraw Hill.

2. McClure, Herbert, Children of the World Say "Good Morning." Holt, Reinhart, Winston Publishing Company, 1963.

3. Smith and Sorenson, Neighbors Around the World, Holt, Rinehart, Winston Publishing Company, 1959.

B. Filmstrips

China

Coronet Filmstrips:

Seeing China: Agriculture

Seeing China: City Life

Seeing China: Education and Culture

Seeing China: History

Mc Graw - Hill

China: The Awakening Giant

China: Feeding One Fourth of the Human Race

China: The Old and the New

China: A Village in China Today

C. Filmstrips with Recordings

Recordings with Songbooks - Folksongs of our Pacific Neighbors, Bowman Records.

They Came Singing. Bowman Records.

Around the World in Song. Silver Burdett Company.

D. Films

Afro-American

Discovering the music of Africa, Film Associates, Los Angeles, California.

Folksongs of Africa. Recording and Songbook. Bowman Records, Glendale, California.

E. Recordings

1. Rhythms of the World. Langston Hughes. Folkways/Scholastic.
2. Call of Freedom. Folkways/Scholastic.
3. American Negro Folk and Work Song Rhythms. Folkways/Scholastic.
4. Negro Folk Music of Africa and America. Folkways/Scholastic.
5. African Drums. Folkways/Scholastic.
6. This is America. Kim Weston.
7. Snoopy Cat. Marion Anderson. Folkways/Scholastic.
8. Songs and Dances of Puerto Rico. Folkways/Scholastic.
9. Music of the Orient. Folkways/Scholastic.
10. American Indian Dances. Folkways/Scholastic.
11. Peter La Farge On the Warpath. Folkways/Scholastic.